TEACHER-CREATED HANDBOOK OF ESL RESOURCES AND ACTIVITIES TO FACILITATE LANGUAGE CONTENT ACQUISITION IN GRADES 1-5

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Abstract

There is a need for effective resources and activities to allow teachers of English as a Second Language (ESL) to create high quality learning environments to facilitate comprehensible content language input to their ESL students during elementary schooling. This work is the result of the design and in room testing of resources and activities as learning tools to foster language acquisition and to improve language proficiency skills of the students. This research provides a teacher-created handbook of resources, activities and tools that could be used in daily practice of teaching, allowing a more efficient input of content language usage in the classroom. The project includes read-alouds, vocabulary acquisition games, collaborative experiments, role-playing activities, content language review, interactive information sharing and the use of online resources such as Flipgrid and Quizizz to support language learning and for the teachers to provide feedback to the parents. With the use of these resources and activities, ESL teachers can support their learners to practice skills such as reading, listening, writing and speaking and also make them think and rationalize a comprehensive output of the language. These resources and activities are presented in the form of games and hands-on tasks favoring language acquisition, usage and metacognition.

Dedication

I dedicate my thesis to family, especially to the following persons:

To my mom, thank you for being a model and a source of inspiration in my life not only as a person but also as a wonderful and outstanding teacher and mother. I know you would be proud of me today.

To my dad, thank you for your patience, your guidance and for always pushing me to move forward and doing my best at anything I pursue. I know I can always count on you, thank you for being there for me.

To my brother Pedro, thank you for your continuous support and for teaching me so much technology, you were there for me from day one in this journey, I would not have made it without you. I will always appreciate all your help.

To my brother Humberto, thank you for your words of encouragement, they made me feel very comfortable.

To my husband, daughter and son, sorry for not having time during the weekends for you during this process of my studies, it was not easy for me either. I thank you for all the support in so many ways and also for always believing that I could accomplish this goal; I made it!

To the rest of the family that always kept in touch and friends that encouraged me with positive thoughts, thank you so much, it made hard moments much easier to cope with!

Acknowledgments

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Chapter 1: Introduction

Teachers of English as a Second Language (ESL) are in need of a variety of resources to facilitate comprehensible content language input to their ESL students in their language acquisition during elementary years of education. The more ESL learners practice and use their second language skills, the more they will acquire new content vocabulary in the different subjects such as reading, social studies, math, and science. The use of the target language facilitates the input of new language content acquisition and eventually, the students will have output of that content using their second language during their daily practice. According to Cummins (2018), teachers apply their knowledge of the positive conditions that promote language learning in their classrooms. Resources and activities are some of those conditions.

Many of the resources and activities that already exist are mostly dedicated to reading and writing and are not easily adapted to other areas that also require attention. ESL teachers need to have resources and activities that can also be applied in areas like science and social studies. In these subjects, there is content language to be taught; hence, teachers require resources to use in the classroom. Teachers also have students participate in activities that imply thinking in English and using new vocabulary. Currently, the elementary school teacher is burdened with multiple occupations, attending to both the students as a whole group, or to each on an individual basis. In addition to this, they have to carry out multiple administrative responsibilities such as grade level meetings, Professional Learning Community (PLC) interactions, and staff meetings. Often, teachers find it difficult to dedicate enough quality time to the search for suitable resources for their students due to the multiple activities they must carry out during their daily

work. Teachers have to look for a variety of resources that offer multiple options for ESL learners to receive comprehensible input, and those resources or activities should be engaging and motivating to students. According to TESOL International Association (TESOL). (2018) "Effective teachers design lessons that promote the development of learning and thinking strategies" (p.44). As a dual language teacher, I have found that it is challenging and time consuming for teachers to look out for those ideal and engaging resources and activities that are effective to implement in the classroom, especially language content related. Currently, many North Carolina teachers break up class instruction into steps. First, there is a mini lesson, then teachers break up the class into small group activities where students work with their peers, promoting collaborative learning. Afterwards, teachers require activities to promote independent learning.

My teaching experience of a foreign language has given me the opportunity to create, to search, to adapt, and to implement effective resources and activities in language usage of the target language. These tools facilitate the acquisition of new content vocabulary and could be used in whole group instruction and for both collaborative and independent learning.

For these reasons, I created a handbook for ESL teachers by compiling resources that could be used in daily practice allowing a more efficient input of content language usage in the classroom. This handbook not only favors skills such as reading, listening, writing and speaking, but also makes the students think and rationalize a comprehensive output of the language. These resources and activities are presented in the form of games and hands-on activities favoring language acquisition. This handbook is flexible and permits its usage in different subjects and can be carried out with little adaptation to different grades of the elementary school.

This thesis consists of the creation of a handbook for ESL teachers that includes nine resources and activities for elementary students. The resources and activities consist of role-playing activities, story read aloud, vocabulary acquisition games, collaborating experiments, content language review, interactive information sharing, and morning meetings; some of them may or may not use online resources such as Flipgrid (website) and Quizizz (website). The use of Flipgrid and Quizizz permits the recollection of data for the teacher to give feedback of language and content usage to students and parents.

The handbook was created using Google Slides, and includes explanations for each resource and/or activity, how to implement them and the materials needed to carry them out. When Flipgrid and Quizizz are used, the handbook includes instructions for the teachers to give feedback to their students and parents and how to interpret the data to identify those students that require additional practice.

This compendium of tools is addressed to ESL teachers to help them to save time in the search for new resources and activities. This handbook can be used in different subjects in a simple way and easy to incorporate into any teacher's grade plan in order to increase content language usage.

Chapter 2: Literature Review

In this chapter, I review literature related to ESL resources dealing with the appropriate strategies to input content language and facilitate the usage of the second language in the classroom. I then explore scholarships that pertain to the creation of effective resources and activities that facilitate language acquisition in the ESL learners. In the same manner, I also discuss how researchers have viewed the use of Quizziz and Flipgrid as online resources to improve the language proficiency skills of the students. I conclude with a discussion of several studies that demonstrate how technology tools and gamification activities can be used to enhance teacher and students interactions, and help put into practice language content skills among the learners.

ESL Resources that Promote Language Usage

Teachers need to incorporate effective resources and activities that guarantee the input and usage of academic language among their learners. Haynes (2014) indicated that ESL teachers have new responsibilities, having to play a critical role in the understanding and teaching academic language to students. This author also mentioned that classroom teachers need to deal with complicated scenarios in their teaching practice. One of these scenarios is to provide input to ESL learners by incorporating new content and vocabulary. Haynes (2014) added that incorporating collaborative learning strategies benefits ESL students in the use of academic vocabulary.

ESL teachers select and incorporate a variety of resources and activities in their weekly plans to facilitate language acquisition to their learners. Thus, Bailey and Friesen (2020) illustrated that effective strategy selection is an important aspect of reading comprehension success for emergent bilinguals, favoring reading comprehension in a successful manner. Their research found that by selecting appropriate strategies, teachers can support their readers in acquiring a larger vocabulary, increased word reading fluency, and stronger reading comprehension in English.

On the other hand, Janzen (2008) discussed several concerns and findings regarding language content teaching. The author indicated that language has a critical role in allowing learners to have a profound level of content comprehension. Janzen (2008) also stated that understanding new content information takes place when teachers incorporate activities that imply students sharing ideas in a collaborative form, putting into practice oral interaction of their second language.

Weisen and Hansen (2007) described how elementary teachers can utilize graphic organizers and student interactions to make social studies content knowledge a more understandable subject for ESL learners. Weisen and Hansen (2007) considered graphic organizers as an effective tool for comprehending difficult concepts and text. Their findings suggested that teachers break down the lesson into steps introducing content vocabulary with the use of graphic organizers. Games were implemented enhancing students' interactions, and the researchers argued that these resources and activities implemented by the teachers helped their learners reinforce social studies vocabulary knowledge and improve English-language skills facilitating social studies content acquisition.

Egbert and Simich-Dudgeon (2001) highlighted the importance of integrating the use of technology to support verbal interactions among ESL learners in a social studies classroom. This research illustrated that teachers can help their students acquire abstract vocabulary and comprehension production by incorporating collaborative discussions using technological tools by voice recording the interactions of the learners. The researchers concluded that technology and verbal interactions help students build content language.

Likewise, Andrei (2016) referred to the use of technology in the ESL classroom as a tool to support content learning of another language. He asserted that teachers are comfortable users of technology; hence, they require more training and time to integrate effective technology integration to their lessons in order for them to be useful and relevant for language learners. Andrei (2016) added that teachers require time to share among themselves, have access to lessons, and benefit from this sharing improving their teaching practice using technology.

Egbert and Simich-Dudgeon (2001) claimed that teachers can provide multiple effective strategies to help non-native learners acquire social studies academic language. Accordingly, teachers provided their students with a variety of resources including technology and collaborative discussions engaging students to practice new vocabulary and connect to background knowledge. This author concluded that students comprehend content throughout role-plays and other interactive tasks.

TESOL, International (2018) recommended that teachers need to design high quality lessons to provide and enhance comprehensible input of content using multiple techniques for language development. This is the core of the third principle of the *Six Principles for Exemplary Teaching of English Learners* developed by this International Association.

The studies mentioned above suggest that students will experience enhanced language acquisition when teachers implement appropriate and effective resources and activities for language learning.

Creating Resources and Activities for Effective Language Acquisition

One of the roles that teachers have at the elementary level is to address the needs of their ESL learners. They constantly search for and create resources and activities that engage the learners in the acquisition of the target language and meet their needs. TESOL, International (2018) stated, "Teachers of English learners can help improve curricula, materials and assessments in several ways" (p.77).

Teachers create resources and activities as effective learning tools to help students meet their needs and interests. Crompton (2021) illustrated that educators need to have support in the findings of strategies to help students' learning engagement. In the same way, Moreno and Miranda (2014) created and applied a variety of meaningful learning activities using oral production vocabulary to help ESL students practice the target language. This study found that the implementation of oral activities such as speaking tasks to practice vocabulary items as opposed to using memorization, fostered better second language acquisition. The results of the study indicated that the learners found the activities engaging and meaningful and improved their grades in written spelling evaluations.

More evidence on teacher-created resources to address the culturally diverse needs of the ESL students can be found in the work of Curtin (2005) who studied the different didactic and interactive teaching styles and their effect on the language learners. Evidence from this research found that teachers using an interactive teaching style implement cooperative learning strategies

and hands-on activities with group work. Curtin (2005) demonstrated that students met their needs and benefited from techniques more student-centered in comparison to the teachers who were more subject-oriented in their instructions. This study recommended training to teachers that are not familiarized with this type of practice.

Ye and Dawn (2021) studied the impact and engagement of a professional development program on teachers of a culturally and linguistically diverse student population. One of the findings of this study showed that teachers of English learners require support in their instructional practices. One of the findings of this study is the importance of teacher collaboration to exchange knowledge on teaching experiences, pedagogical preferences and to learn more about already existing resources. The study concluded that collaborative teaching is needed to help develop new understandings for language teachers and to enhance collaborative knowledge to explore a variety of ways to support the language learners.

A number of studies have reported the significant benefits of implementing computer technology to respond to students' needs and interests. The results of the research of Park and Son (2009) indicated how teachers support the fact that computer technologies are useful for engaging in language learning practice. As a result, they found that the implementation of CALL in the classroom increases language learning, encouraging students to be active in their learning. This study also pointed out that with the use of computer technology students are engaged, increasing student participation and provided by a considerable amount of input information in the target language.

Clive and Hale (2020) claimed that the strategy role play can be used asynchronously using tools such as Flipgrid or Voice Thread to facilitate student discussions. Their findings suggested that this strategy involves students practicing their language skills either working on

an individual basis, during partner work or as a whole group assignment. In this case, students submitted a reflection of their assignment in a written form or by video recording themselves. Clive and Hale (2020) concluded that students connected the assessment with the learning goals.

On the other hand, Stashr (2013) stated “ESL teachers can consult with content teachers by helping them analyze the academic language demands of their content areas and offering them support designing lessons that teach academic language and rigorous content simultaneously” (sec 4).

Collaborative teaching is needed to share effective learning strategies among teachers in order for students to meet their needs.

The Use of Quizziz and Flipgrid to Improve Language Skills

Teachers of ESL learners face another challenging scenario: learning new effective resources to engage learners using online learning environment tools. McGlynn and Kelly (2020) stated that teachers used a Learning Environment System (LMS) for their students. Bouchika (2018) defined the LMS as “a centralized educational hub where educators can create and manage lessons, assign quizzes and grade students" (p. 1). McGlynn and Kelly (2020) mentioned Quizziz and Flipgrid among several online tools and content specific resources that can be used to engage learners. Quizizz and Flipgrid are both free online resources that teachers can use. With Quizizz, teachers can create self-paced assessments for their students. On the other hand, Flipgrid is a learning tool that offers the opportunity to carry out teacher and student interactions in a prerecorded form. As highlighted by McGlynn and Kelly (2020), Quizziz and Flipgrid increase students’ engagement significantly.

An example on how teachers implement online learning tools is mentioned by Wright (2021) who used Zoom and Google Meet to conduct live experiments and activities with students during virtual teaching. This study demonstrated how technology tools can be used for scientific demonstrations while performing experiment demonstrations. Wright (2021) incorporated Flipgrid as a follow up lab activity where students had asynchronous conversations via video with the teacher and facilitated peer response. According to this study, this discussion platform allowed teachers to create interactive and motivating online lessons that facilitate student's learning of science content. Students put into practice language content skills by verbally predicting situations, writing data of the experiment observations, and having science language usage while sharing information related to the experiments that were observed.

Hale and Adams (2020) used Zoom and Flipgrid to create a strategy called *Traveling Heads*. Traveling Heads is a learning strategy where teachers and students co-facilitate learning. Teachers provided prompts to the class, and students responded as part of a discussion group. The collective response of the group of students resulted in a written summary of their conclusions. Hale and Adams (2020) found that Traveling Heads is an effective resource that helped students have interactions, share understandings of class content while working collaboratively in small groups.

At the same time, Conefrey and Smith (2021) illustrated that teachers use technology to create a sense of community and to support online learning. In this study, several resources are mentioned, such as Flipgrid, used by teachers to record and post videos with text shared and responded by the students. The findings of this study demonstrated that teachers need to create and offer multiple virtual opportunities for student interactions.

Conefrey and Smith (2021) affirmed that this online environment would help students interact with their teachers and peers and reflect upon their work.

Education Sciences (2020) defined the term gamification as "a technique that uses a set of activities with ludic character as a learning methodology in order to facilitate the acquisition of knowledge and competences" (p. 1). This study analyzed, in particular, Kahoot and other resources, such as Quizlet, considered by the study as efficient and interactive online tools to keep students engaged. This research mentioned several benefits of integrating gamifications activities in lessons. Education Sciences (2020) mentioned that gamification increases students' motivation towards learning content and promotes memorizing concepts facilitating academic progress.

Offering further support in the topic, Pierce (2018) argued that Flipgrid can also be used to support the subject of reading. Students participated in an activity called *Global Read Aloud* (GRA) where readers connected worldwide with other students to share and discuss read aloud literature. According to Pierce (2018), teachers used the tool Flipgrid to record and post prompts in addition to posting to other students' recordings to share with the class regarding the GRA. Students listened to the prompts of the teachers, to the voice of other students, and responded to the tasks that were assigned. Pierce (2018) considered that using Flipgrid favors student participation regardless of their reading skills; learners practice the language by sharing ideas and understandings of the reading.

Chapter 3: Project Design

In this chapter, I explain the rationale of creating a handbook for ESL teachers by compiling resources and activities that can be used in the classroom with language learners in elementary schools. This handbook supports teachers providing a bank of resources and activities readily available, without the need to spend additional time searching for them; also, the resources presented in the handbook are designed to engage ESL students, in order to foster their use of the target language.

In addition, by implementing the suggested resources, students will have input of content language in a variety of subjects and will eventually result in the output of new vocabulary. Moreover, the suggested resources and activities can be adapted to each group of students' needs. All of these elements work in reducing the workload for the teacher. According to TESOL International (2018), teachers need to create essential conditions for language learning. Motivation and comprehensible input play an important role in optimizing a second language acquisition.

Teachers require a great amount of time to search for, or to create, resources and activities as effective learning tools to help students meet their needs and interests. During my teaching experience as a dual language teacher, I have noticed how colleagues invest excessive effort and time searching for effective tools, instead of utilizing that time in creating an appropriate learning environment that favors students' language needs.

Being a foreign language teacher has given me the opportunity through the years to create, to search, to adapt, to implement, and to collect effective resources and activities geared to foster target usage, whether for whole groups, collaborative efforts or independent work. It

important that teachers offer a variety of resources and activities in the classroom where students are exposed to their second language in multiple ways. According to Yule (2020), teachers that vary the tasks and activities where the learners are able to have interactions with others, such as with pairs and in small groups, allows them to improve their language skills.

Teaching comprehensible content language is one of the many challenges that ESL teachers have to manage when working with diverse students. They need to have multiple resources that will foster interactions among the students while learning a specific content language. Janzen (2008) affirmed that teachers can help students reach higher levels of comprehension by having them share information with their classmates either orally or in a written form, expanding their understanding and comprehension of the new content. Teachers are constantly adjusting the resources used in order to support their learners in developing language proficiency.

This handbook was created for my colleagues because I strongly believe in collaborative teaching. The TESOL International Association created six Principles for Exemplary Teaching of English (TESOL, 2018). The fourth principle states, "Any means can be effective if teachers are open and willing to learn and improve their teaching practices" (p.76). Thus, having a handbook available with ideal resources and activities to implement in classrooms without the need of searching for them is warranted. Therefore, implementing the use of this handbook may help teachers use their time in a wiser manner. This resource presents nine resources and activities that can be put into practice in different subjects to facilitate language acquisition and content language usage. The subjects and activities included in the handbook are as follows: (a) reading, (b) science, (c) social studies, (d) activities for language usage, (e) and the use of Quizziz and Flipgrid to improve language skills.

One of the resources and activities included in the handbook consists of role-playing activities. Peregoy and Boyle (2013) mentioned that there are many strategies that provide learning opportunities in the acquisition of new words in another language. Among all of the strategies indicated by both authors, read-alouds is considered important to introduce learners to the organization of written English and to obtain exposure to the different genres in literature. Other activities and resources included in the handbook are games, collaborating experiments, content language review, interactive information sharing, and morning meetings; some of them will also include online resources such as Flipgrid (http://flipgrid.com/) and Quizizz (http://quizizz.com/).

The handbook was created using Google Slides, and includes explanations for each resource and/or activity, how to implement them and the materials needed to carry them out. When Flipgrid and Quizizz are used, the handbook includes instructions for the teachers to give feedback to their students and parents, and how to interpret the data to identify those students that require additional practice.

` This teacher-created handbook provides resources and activities to help ESL educators develop classroom activities aimed to enhance language acquisition in ESL learners promoting their academic success.

Chapter 4: Final Project - Teacher Handbook

This project is the design of a teacher handbook called ESL Resources and Activities to Facilitate Language Content Acquisition for Elementary School Students. This handbook is intended to be shared with elementary ESL teachers. The purpose of this creation is to collaborate with teachers of English learners by sharing resources leading to professional development. Teachers will have access to resources and activities that could be incorporated in their lesson plans allowing their language learners to input content language more efficiently. Teachers need to offer different opportunities for language learners to receive comprehensible input (TESOL, 2018). The teachers have to have a wide set of teaching methods and strategies so as to fulfil the needs of the broad scope of ESL learners they encounter in the classroom. Each individual benefits from a specific kind of teaching strategy.

The suggested resources and activities will favor interactions putting into practice language skills, such as reading, writing, listening, and speaking in the classroom leading to language development. In addition, students will think and rationalize a comprehensive output of the language. The delivery of the handbook is a Google doc presentation. The handbook includes four sections. The first section provides instructions on how to use reading activities to facilitate language learning and practice English skills. In this section, the use of read-alouds is suggested, recommending the implementation of three chapter books. Other activities that support language development with the use of read-alouds are also included: creating games to practice language usage, student interactions as a thinking skill, practicing listening skills, and checking for understanding.

The second section focuses on experiments and hands-on activities that engage and create conditions for language learning in science. This section describes how to carry out two experiments and one hands-on activity also related to science content. Teachers have step-by-step information on how to deliver these activities where students will learn new concepts, express their ideas, and put into practice second language skills.

The third section encourages the use of role-playing and simulation activities to develop academic language in social studies. Two social studies activities are explained using role-playing as a strategy to simulate real-life situations where teachers promote critical thinking and have students practice metacognitive skills, making social studies content more engaging and comprehensible with complex topics in the target language. These activities also allow students to practice social and emotional skills in their learning environment.

Lastly, the fourth section recommends the use of websites such as Quizizz and Flipgrid to improve language skills. It also shows how to use these online learning platforms to support language learning and usage for ESL students. Peregoy and Boyle (2013) mentioned the importance of incorporating internet and other digital tools to increase student learning in order to have the necessary skills for the 21st century. Furthermore, this handbook presents examples on how to employ Quizizz as a gamification resource to motivate and engage learners while reviewing content. It can also be used for language repetition practice of new vocabulary. This section also suggests the use of Flipgrid for video interactions creating an engaging mode to share information, practice language skills, leading to a collaborative learning experience. According to Herrera and Murray (2011), planning a lesson with collaborative learning groups facilitates content and language development encouraging active engagement. This last resource indicates how to take advantage of this resource in language development, not only with the

students, but also to give feedback to the parents on the learning process and, finally, to obtain data for future plans.

Each of the sections of the handbook is presented with all the information that a teacher needs to know to deliver the activities and resources with success. Teachers will find the materials that are required to carry out the activity and instructions regarding how the activity should be delivered. In some activities, examples of questions are presented that the teacher can ask before, during, or after the activity to encourage interactions and obtain feedback from the students to know if the content was understood or requires reinforcement. Other activities mention the precautions that the teacher must take before certain circumstances may arise. However, several printables are included that can be used by the teacher while implementing the activity. This handbook presents images of real scenarios while these activities took place in an elementary classroom. The images facilitate the comprehension of the resources and activities presented in the handbook.

Teacher handbook of ESL Resources and Activities to Facilitate Language Content Acquisition for Elementary School Students

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M.Sc.
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Introduction

I am glad that you downloaded this handbook to use with your students. This is a teacher-created handbook containing a variety of ESL resources and activities designed to facilitate language content acquisition. These resources and activities are easy to incorporate in your daily plan, with any subject and at any grade level. I believe that once you put them in practice, you will also become an expert in creating your own activities or adapting these to your own teaching style and student's needs.

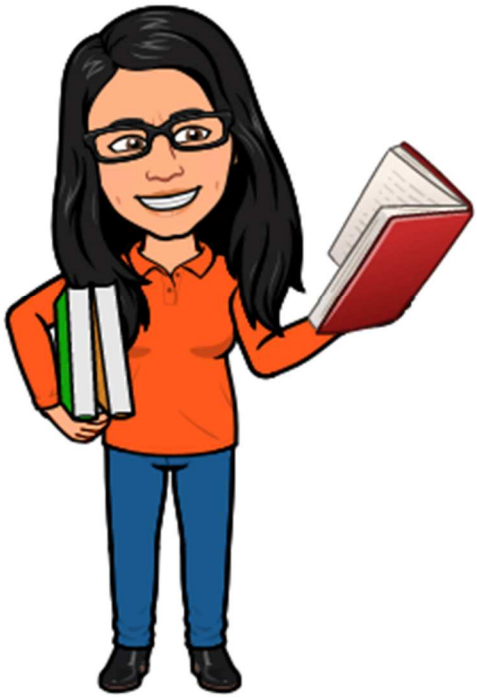
I decided to create this handbook because I know how difficult and time-consuming it is to find effective resources for ESL learners in Elementary School. I have compiled several resources and activities in this handbook that have been proven to be effective for my students and me. I have included them with all the information needed to put them into practice. You will also find printable templates created by me that you can use or modify to suit your needs.

It is my sincere hope that this handbook will be a valuable resource for you as it has been for me. Feel free to share among other colleagues.

I hope you enjoy these activities as much as I do when I am with my learners of another language!

Jocelyne Arocha Silva

Using Reading activities to facilitate language learning and practice English skills



Read-alouds using chapter books

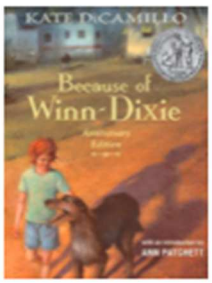
Read-alouds are a powerful resource that helps students build language skills. When teachers read to their students, they are modeling how to read a book using different strategies intended to help them in their independent reading. In addition, teachers show the students when pauses occur according to the punctuation marks, they also demonstrate the correct intonations that take place when they read a question or an exclamation sentence and even add excitement to the reading. With read alouds, teachers can provide multiple opportunities to use target language for interactions useful when learning a language

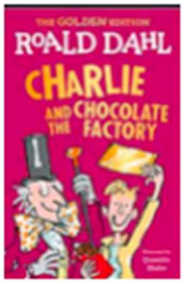
Students are also able to build deeper word knowledge and incorporate new vocabulary throughout the reading, and learn to use strategies to help them figure out meanings of new words from the context that are found in the texts for better comprehension. I suggest teachers take advantage of this moment and make connections with personal experiences that students may have with other books they may have previously read, or even with any situation occurring in our surroundings. With read alouds, teachers can model how to enjoy a great book.

To impulse the love towards reading I highly recommend these three read aloud chapter books to begin with. They are engaging, they capture students' attention and have movies based on them that you can also share to compare and contrast with the books. I have found that students love them and this is a great start to motivating them to read a chapter book.

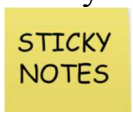
What you need

- Read aloud chapter book





- Sticky notes



- Create a word wall

What you do

1. **Prepping before reading.**
   - **a.** Once you have chosen the book to read to them, explore background knowledge on what they know about the book, the author and if they have read it before. Sometimes you find that students have not read the book but have seen the movie. This is important to know.
   - **b.** Students should have their own chapter book to read.
   - **c.** Have students decorate a bookmark for their reading. This gets them excited and prepared to start a new book.
2. **Preparing yourself before you begin to read each chapter.**
   - **a.** Read each chapter beforehand and with sticky notes, write the unknown words you want to discuss with your students and have possible synonyms they can bring up with your class discussions to use for better comprehension.
   - **b.** Incorporate your read aloud activity in your schedule so that students are prepared for this activity.
   - **c.** It is advisable that you read no more than one chapter per day.

3. **During the activity**
    - **a.** Write on the board the chapter you are reading and the page number.
    - **b.** Be prepared to stop reading and ask questions about what is happening in the story using multiple questions that students can answer as a whole group, with a peer or independently.
        - **i. Suggested whole group questions:**
            1. What's happening in the story?
            2. When did this happen?
            3. Who is the main character?
            4. What characters are in the story?
            5. What word does the author use to describe the character?
            6. What page do we find evidence of the description of the character?
            7. Where does the story take place?
            8. What feelings does the main character express in this chapter?
        - **ii. Provide Peer interactions:**
            1. Think about what is happening in the story. What do you think about this situation? (Give them time to think) Then tell them Turn and talk to your partner and share your thoughts.
    - **c.** Stop and talk about the unknown words in a page, in a paragraph or in the chapter. Model for them how to infer the meaning of unknown words in a text. Possible strategies are:
        - **i.** You: I notice there is a word that I do not know the meaning of.
            1. Does anybody know what that word means?
            2. Let's go back and read the sentence again so that we can infer what they are talking about.
            3. I see it's a cognate in Spanish, could that help me figure out the word?

I observe the word has a prefix. Let’s cover the prefix with our finger.Let's read that word again. Can we infer what it means?

- Once you discuss a word with the students, write the word on a word wall.

- Every time you complete reading a page and turn to a new one, remind the students what page you are on to keep them engaged and concentrated.

5- To conclude the activity

Once you finish, you can do the following:

- Have students think about what will happen in the next chapter.

- Students can write down their thoughts in their notebook. When you read the next chapter, have students go back and refer to their notebooks to see if their inference was correct or not and talk about it.
- Students can also share with their peers what they think is going to happen next.

Other classroom activities to support language development using read-alouds

There are many activities that can support language usage in the classroom. With read-alouds, teachers help students build language skills, introduce new vocabulary and model for students how to use reading comprehension strategies and how to enjoy reading.

Creating games to practice language usage

What you need

- Index cards

- Sharpies

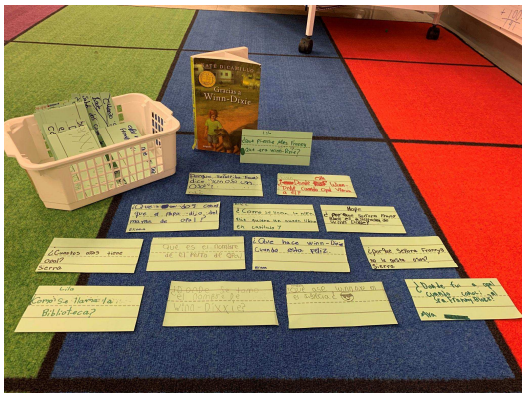
- Basket

What you do

1. After you read a chapter and have completed the suggested activities mentioned above:

- Say to students “Now, you will think about two questions you could ask your partner about the chapter that we just read”. Give the students a couple of minutes to think about what they want to ask their peers.
- Students can use their books to think about their questions.
- Then, ask the students to write down each question on an index card.

- Put the index cards in a basket and mix them.



- Divide the classroom into two teams.
- Model for the students how they will do the activity: two students will come up front and each of them will take an index card that has a question written on it. One student will start and will read the question and ask his partner the question. If his partner answers correctly, that group gets a point. Students will take turns reading the question to their partners and answering them.
- Ask the students "Who wants to participate in answering the questions?" Then add, "I need one student from each team."
- The teacher can be the person to write the points or you can have a student in charge of doing it.
- You can vary the activity by not using index cards, instead they can create a Google Document and write down their questions. This document will serve for other chapters that they read.

2. During the activity

- Instead of the teacher saying if the answer is correct or not, the teacher can ask the class "Is this the correct answer?" or "Do we agree on this answer or does somebody have a different opinion?"
- The teacher can also use a spinning wheel to select students for this activity.

3. To conclude the activity

- Say to the students that they did a good job. Ask students to give themselves a big applause.
- Give students feedback related to the different types of questions. Have them reflect on very good thinking questions and common questions.

Student Interactions as a thinking exercise

What you need

- Same materials mentioned in activity 6.3.1
- Sticky notes

What you do

1. Before beginning a new chapter:

- The teacher provides students the opportunity to share information about the previous chapter.
- Say to students "Who remembers what happened in the last chapter?" Then say "Write two things that happened in the last chapter."
- Let students turn and talk to their partners about what they remember about the previous chapter.
- Then say "Who wants to share your partner's information?" Allow students to share their thoughts.
- After this, teacher can pair up the students for students interactions with the following activities:

  The teacher refers to the words that are displayed in the word wall to review their meaning.

  Say to the students "Let's see, who remembers the most amount of new words we learned yesterday?"

  Then say to the students "Turn and talk to your partners saying the new words we learned and the possible synonyms that we can use with that word."

  When time is up, ask students to put their thumbs up if the partner did well and thumbs on the side if they are improving, but still need to work on some words.
- Another activity is that the teacher can use the questions created by the students the day before (activity mentioned in 6.3.1) to see how much the students remember from the last chapter.
- Teacher will read the questions and partners take turns answering the questions.
- A variation is that students in partners will take turns responding to the question asked by the teacher. The student that responds to the question correctly wins a point. Students will keep track of their points on a sticky note. If one of the students does not know the answer, the other student will help him answer the question and that student gets the point.

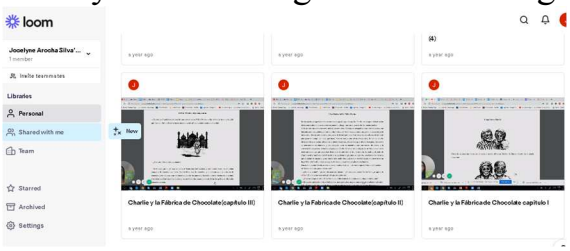
- The teacher will walk around the room listening to the students interact and giving accurate feedback while they are sharing information.

2. To conclude the activity
   - Ask the students to give each other an applause for remembering information about the text.
   - The teacher will give positive feedback to the students, specially to the pair of students following instructions and using their target language. Comments like “I saw a group of students using new vocabulary words that was great”, “I also saw some partners responding with complete sentences, good job”.

Practicing listening skills

What you need

- Loom Website recording. Loom (https://www.loom.com) is a website that allows you to record your camera on your computer and you can store and share your recordings for future usage.



What you need

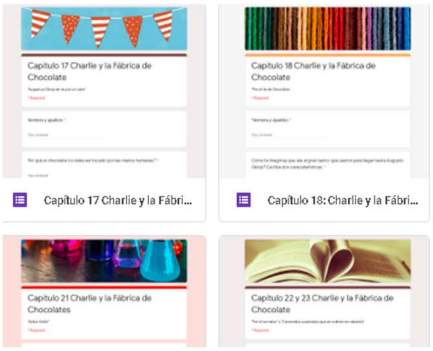
1. Prepping before reading.
   - Record yourself reading the chapter book using Loom.
   - Post the recorded readings on Google Classroom for students to have access and practice their listening skills.
2. During the activity
   - Read in a slow mode so that students can understand the text.
   - I recommend that teachers record themselves having their video camera on so that students can see them. This facilitates concentration in the students.
   - Ask students questions at the end of the read aloud.
   - Give students sentence prompts to guide them how to answer those questions.
   - Students will listen to the read aloud recording.
   - Students can stop the recording and always go back and listen to the teacher read, if they need to.
3. To conclude the activity
   - Students will respond to the questions that the teacher will ask at the end of each chapter in a written form in their notebook.

- Students will use the sentence prompts to respond.
- Teachers will revise the answers in order to give feedback to students.

Checking for understanding

What you need

- Create Google Forms. Google Form (Google) is a free software used for survey administration. Google Forms are created to motivate students to answer the questions. Videos and images may be incorporated to facilitate language comprehension of vocabulary.



What you do

1. Before reading the chapter

- Teacher will talk about what a Google Form is and how students will use it after the read aloud activity.
- Teacher will show students an example of a Google Form and how to respond to it accordingly.
- Teacher will model for the students on how to respond to questions using sentence prompts and sentence models.
- The teacher will ask students to use a Google Form to respond to questions at the end of the read aloud for reading comprehension.

2. During the activity

- During the read aloud, teachers will stop reading and ask questions about what is happening in the story using similar questions that will appear on the Google Forms so that students can be familiarized with the type of questions and how to answer them.
- Teachers can incorporate questions indicated in activity number 3.
- Teachers may allow students to work in pairs if needed.

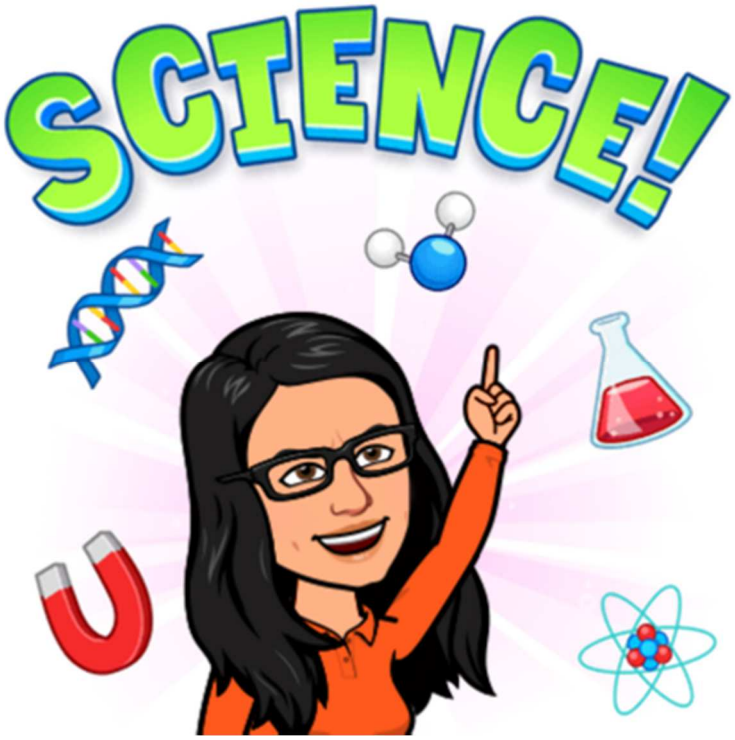
3. Analyze data from the Google Form

- Teacher analyzes data from the students survey responses in the Google Forms. The data collected in an Excel spreadsheet provide information by question, by individual (student) or the answers of the whole class.

- Teacher takes into account the data for future creations of Google Forms.
- Teacher uses data information to reinforce content if needed.
- Teacher creates small groups or works on a one on one basis to reinforce vocabulary or reading comprehension according to students needs.

Implementing Read alouds in the classroom represents many benefits for the ESL learners. This resource allows students to build vocabulary, make connections, and enjoy the reading that is being modeled for them. It also provides a variety of opportunities to put into practice the use of their target language. This is a useful and versatile resource for absent or virtual students to have access to read alouds. It is also very helpful when the teacher is absent and wants students to continue practicing their language skills. This resource can also be shared among colleagues.

Creating conditions for Language Learning in Science



Experiments and Hands On Activities

Experiments are highly motivating activities when used in an elementary classroom with ESL learners. Students love doing hands-on activities learning new concepts and expressing their understandings by putting into practice different skills of language. Students will familiarize with new vocabulary and concepts facilitating the practice of second language skills. Teachers can support ESL learners by providing Input and feedback of content language using different engaging activities and opportunities in the classroom to practice science word knowledge and utterance variety.

Having ESL learners motivated towards learning will help the language learning process to take place. With the implementation of these activities, teachers can have students connect with prior knowledge information, brainstorm ideas, provide discussions facilitating interactions among the students; learners will also learn metacognitive strategies by organizing materials and information, they will plan and have self-management until the task is completed; Teachers can incorporate the use of graphic organizers and visual aids to help support the students' learning process of science content language.

I present several experiments and hands-on activities that can be used in an elementary classroom with ESL learners. You will observe that students have fun while they are learning and you will enjoy these activities as well!

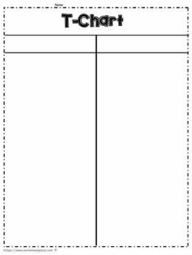
Physical Adaptation Experiment: Bird Beaks

This experiment allows students to put in practice prior content science knowledge related to physical animal adaptations in birds. This activity gives students multiple opportunities to think and interact with their partner about bird beak adaptations. Both students will agree on their responses before they write down their information to later interact or share information with their peers as a whole group activity. With the use of the experiment template, the activity allows students to use sentence prompts that will help them articulate language functions and respond to questions using new vocabulary and complete sentences.

What you need

For classroom content activities:

- Graphic organizer
  Graphic organizer Template



- Papers for anchor charts

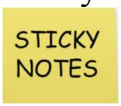
- Library books related to Animal Adaptations
  Suggested reading platforms to find books:
  MyON (https://www.myon.com/) is a reading platform that personalizes reading for students according to their reading level and interests. Teachers can also assign books and videos to students.

- EPIC (https://www.getepic.com) is a digital reading platform built on a collection of digital books. It offers books and videos to students.

- Websites for research. I highly recommend:
    - Ducksters (https://www.ducksters.com). Ducksters is an educational website that contains information related to different subjects such as science and social studies presenting games, jokes and other fun activities.
    -

    - BrainPOP (https://www.brainpop.com/). BrainPOP is an animated educational site for students. It offers videos and activities in different subjects such as Science and Social Studies among others.

- Sticky notes



- Online Memory games.

    Match The Memory Game

    Match the Memory

    Idaho Public Television

    Idaho Public television

- Jamboard
  Jamboard (https://jamboard.google.com/) is a free digital interactive whiteboard created by Google used for online collaboration.

- Use Online- Stopwatch as a timer
  The Online-Stopwatch is a free online stopwatch and can also be used as an online countdown.

For the experiment

- Have all of the experiment materials organized in plastic trays.

- Copies of the experiment template
  Bird Beaks Experiment

What you do

1-Prepping class content input before the Experiment

- During the first days of the week. Introduce the new content to the students related to scientific method steps and animal adaptations.
- I suggest experiments be done on Fridays so that during the first days of the week you will have the time to present new science content information and provide multiple opportunities for students to build word knowledge and practice language usage throughout the different suggested activities.
- Explore what students know about Animal adaptations using a T-Chart graphic organizer.
- Introduce the difference between Physical and Behavioral adaptations by showing visuals to students such as anchor charts and books.
- The first four days of the week, teachers can break down the science lesson

the following way:
1.1 Mini lesson to teach new concepts (20min). This is the "We do" activity as a whole group.
1.2 Partner work (15min). Incorporate some of the following activities:

- Students read and research about the content and write notes. Teachers can plan to vary the activity for note taking. Some are the following:
  *Graphic organizers
  *Create Jamboards
  *Use notebooks
  *Create an anchor chart with sticky notes
- Students play memory games related to the content.
- Students can draw an animal as a diagram showing its adaptations.

1.3 Independent work (10min): students watch videos related to the content to reinforce concepts and new vocabulary.
1.4 Share information (last 15min of class): students share information about their research.

2- Preparing for the experiment

2.1 materials that you will need for the experiment
Tweezers
Straws
Pliers
Scissors
Toothpicks
Spoons
Marshmallows
Plastic Cups with three tablespoons of rice in it
Elastic Rubber Bands
Marbles
Gummy worms
Plastic trays

2.2 Experiment template copies. Have one copy for each student.

- Teacher reviews steps of the scientific method steps taught previously during the week. Reminds students that these steps will take place in the experiment.
- Teacher explains instructions for the Experiment activity and all of the steps that students will follow. The teacher could create a slide with each step and

leave it displayed on the smart board or on the board so that students can always refer to it to follow instructions.

- Show all of the materials that are in the plastic tray. I suggest the teacher creates an anchor chart having a drawing of the material and the word written beside it. This helps students when they are writing in their template.
- Teacher explains how the students will use the Experiment template.
- Teacher models for the student using the first material indicated in the template.
- Teacher shows sentence prompts that students can use to answer questions on the template. The sentence prompts are left on the board to guide the student while working.
- Teachers say "Does anybody have any questions on what has to be done? "Teacher clarifies questions.
- Teacher pairs up students for the experiment.
- Teacher explains what students will do once they are done working with their experiments. It is important to have this information on your board so that students know the expectations during the experiment and afterwards as well.
- Teacher hands out materials and templates.
- Teachers use a stopwatch to keep track of time and hold students accountable.
- Then the teacher says "You have 20 minutes to complete your assignment, you may begin."

3- During the activity

- Teacher walks around the classroom checking on the students and asking questions to the pair of learners.
  Suggested questions:
  What are you doing?
  What is happening in this experiment?
  Can you tell me the name of the materials?
  What are you observing right now?
  Can you read what you have written in this sentence?
  Which bird beak is better for this food?
  Which bird beak is not good to pick up this food?
  It is an excellent opportunity to remind them to write using complete sentences and capital letters.
- Teacher gives feedback to students on their work.

4- To conclude the activity

Once you finish, you can do the following:

- When the timer goes off, students need to pick up their work and put materials at a designated table.
- Students return to their tables with the experiment template.
- Teacher says “What do you think about this experiment? Turn and talk to the person next to you about this?”
- Teacher gives time to students to share information.
- Teacher says “In your opinion, what was the best beak that can be used to pick up this food?” Teacher shows the food. Says “Turn and talk to the partner near you about your opinion. Remember to answer using these sentence prompts.”
- After sharing information with other partners, teachers can ask students to share what they wrote in their conclusion and reflections. This can be done with a partner or as a whole group activity. The teacher can prefer doing this as a whole group activity so that students can hear other students' thoughts and give them ideas for future experiments.

Food and Nutrition: Let’s make a Veggie-Car

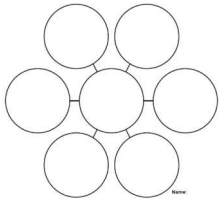
This Veggie-car is a hands-on activity where students will work as a group to build a vehicle using only vegetables and fruits. Students will make up a plan on how to build a car that has more vegetables than fruits. Then, the learners will do research on the nutrients on the chosen vegetables and fruits to present to the rest of the class. This activity allows opportunities to use the language throughout student language interactions about content input and students will use oral and written phrases and sentences with the help of sentence prompts that will guide students articulate language functions.
Recommended video to be seen only by the teacher before doing the veggie-car activity:

https://www.youtube.com/watch?v=C_vN81-meLI

What you need

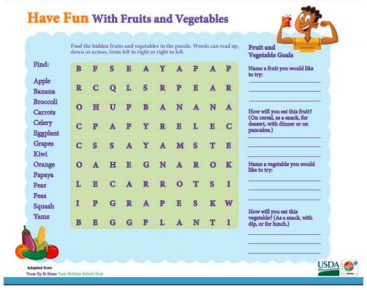
For classroom content activities:

- Graphic organizer
  Graphic organizer



- Papers for anchor charts

- Word Search activities



- Library books related to Food and Nutrition
- Websites for research that I highly recommend:
    - Ducksters (https://www.ducksters.com)

    - BrainPOP (https://www.brainpop.com/). BrainPOP is an animated educational site for students It offers videos and activities in different subjects such as Science and social studies among others.

    - MyON (https://www.myon.com/) is a reading platform that personalizes reading for students according to their reading level and interests. Teachers can also assign books and videos to students.

    - EPIC (https://www.getepic.com) is a digital reading platform built on a collection of digital books. It offers books and videos to students.

- USDAMyPlate (myplateforkids) USDA MyPlate is an official website of the United States government that offers free games and activities related to food and nutrition.

- Construction paper

- Sharpies

- Wood plank (ramp) 50 cm x 20cm x 1cm

- Wood skewers

- Ziploc plastic bags

- Fruits and vegetables brought from home.
- Use Online- Stopwatch as a timer.
  The Online-Stopwatch is a free online stopwatch and can also be used as an online countdown.

- Templates for the veggie car activity
    - Copies of template 1(during the planning activity)
    - Copies of template 2 (After the presentation activity)

What you do

1-Prepping class content input before the presentation activity of the veggie-car

- During the first days of the week the teacher would introduce the new content to the students related to Food and Nutrition.
- Explore what students know about Food and Nutrition.
- Introduce the difference between Food and Nutrition by showing visuals to students such as anchor charts and books.
- Dedicate time during the week to content instruction to each Nutrient: Water, proteins, vitamins, carbohydrates, minerals, fats and proteins.
- The first four days of the week plan the science lesson the following way:

    1.1 Mini lesson to teach new concepts (20min). This is the "We do" activity as a whole group.

    1.2 Partner work (15min): There are many activities that can be done, some are the following:

    a. Students read and research about the content and write notes. I suggest you vary where they write the notes:

    *Graphic organizers such as a map cluster for each nutrient.

    *Use Notebooks to take notes from research

    *Create an anchor chart with sticky notes

    b. Students use word search to reinforce new content vocabulary words.

    1.3 Independent work (10min): students watch videos related to the content to reinforce concepts and new vocabulary.

    1.4 Share information (last 15min of class): students share information about their research.

2- Getting ready for presenting the veggie-car

These following activities can take a couple of days to complete them.

- Teacher reviews new vocabulary related to food and nutrition taught

previously during the week. Teacher says" Who can tell me what we have learned so far about food and nutrition? "Students take turns responding and interacting with the teacher.

- Then, the teacher says "Can you imagine if we can build a car made up of only fruits and vegetables. Do you think that's possible?"
- Teacher says "I would love to do that, what about you? If we could create a car using vegetables and fruits, can we call it a veggie-fruits car? What do you think of the name?"
- Teacher says "Well, let's do it, let's build a veggie-car! What are the possible fruits and vegetables that we can use here in school?"
- Teacher says "Do a T-Chart graphic organizer in your notebook.
- The teacher gives students time to write the fruits and vegetables.
- Then the teacher says "Turn and talk to your partner sharing the information you have written."
- Teacher starts to explain instructions for the veggie-car activity and all of the steps that students will follow. Create a slide with each step and leave it displayed on the smart board or on the board so that students can always refer to it to follow instructions.
- Teacher suggests which fruits and vegetables are a good choice to make a veggie-car.
- Teacher explains and models how the students will use the Activity template 1 (during the planning activity). Also models how to respond using sentence prompts that are on the board.
- Teacher indicates that students can use their notebooks, books and websites Epic, Ducksters, BrainPOP or MyOn to do their research on nutrients.
- Teachers say "Does anybody have any questions on what has to be done?" Teacher clarifies questions and begins the activity.
- Teacher puts students into trios for this activity, hands out templates and explains what students will do once they are done working with their template. This is important to have on your board so that students know the expectations during the experiment and afterwards as well.
- Teachers use Stopwatch to keep track of time and hold students accountable and say "You have 20 minutes to complete your assignment for today, you may begin."
- Students may require two to three days to do the research and finish with template 1. Once all of the groups have planets for their vehicle, the teacher will indicate the date of the presentation.
- Teacher sends out information to the parents via agenda or email asking for the fruits and vegetables for the activity indicating how they need to be cut at home and brought to school in a zip-loc bag and saying the date of the

activity.

- Teacher asks homeroom parents to buy the skewers that students will need to hold together the fruits and vegetables of their vehicles.

3- Building the veggie-car

- Teacher says "Today each group will present their vehicle and talk about its nutrients. We must be very respectful to each other".
- Then the teacher explains each step of the activity and how the students are going to do it.
- Teacher reads the instructions and models for the students.
  3.1 Veggie-car activity instructions
  - Students will work together respecting each other.
  - Students will clean up their space once they have finished.
  - Each student has a responsibility. The group is in charge of helping each other accomplish all of the responsibilities.
  - Each group will have a construction paper to draw their veggie car and write down its nutrients.
- Teacher says "You have 25 minutes to work on your veggie-car, you may begin."

- Teacher assures that students are following instructions and gives feedback. If necessary, redirect students to the instructions on the board.
  Suggested questions:
  How is everything here?

  Can you read some of the nutrients that you have written down on the template?
  Who is the presenter?
  Who is writing on the template?
  Don't forget to use the capital letter and use complete sentences.
  Can you read what you have written in this sentence?
- While students are working, the teacher prepares he following:
  - Puts the wood plank ramp on the carpet
  - Organizes the teacher desk so that students can put their veggies cars

when they are done.

4-Time for the presentation of the veggie-car

- When the timer goes off, students need to pick up their work and put materials at a designated table.

- Students return to their desks.
- Teacher says "When I call your group, the presenter will show the veggie car. The presenter will also tell us about all of the nutrients that the fruits and vegetables of your car have. When we finish the presentations, then the student responsible for rolling the car down the ramp will do it."
- Students present their work and the teacher takes pictures of each group to share with parents in the weekly newsletter.

- Once presentations are done, the teacher says "All of the students responsible for putting the veggie car on the ramp please get your cars and take turns."
- Teacher says "Remember to be respectful with each group. Some cars maybe will not roll down the inclined ramp; others might not stick together and fall apart. Let's see what happens."
- Students take turns putting their veggie cars on the inclined ramp and the other students observe.
- Teachers say encouraging comments such as "A big applause for this group or you guys did a great job with this car."
- At the end of the activity, the teacher congratulates every group and says to

the students “Give yourself a big applause for the hard work, you did great.”

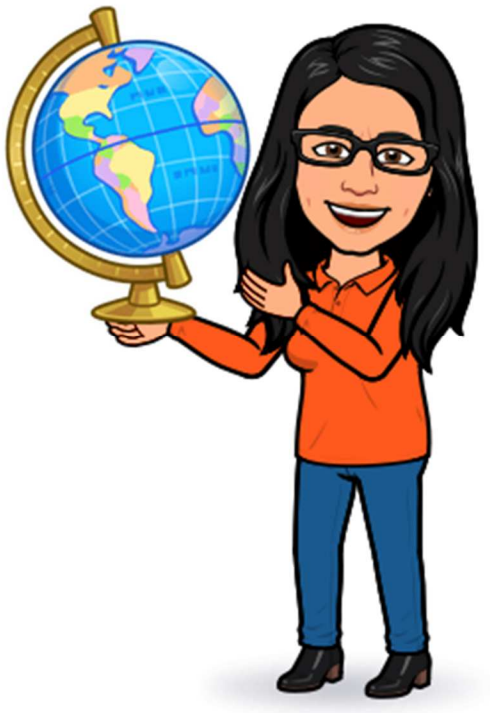
5-Feedback and reflection about the activity

- Teacher says “What do you think about this activity?” Turn and talk to the person next to you about this.
- Teacher says “In your opinion, if you could change something in your vehicle what would it be?”
- After reflecting as a whole class and sharing information with partners about the activity, students will reflect independently on their work.
- Teacher explains how the students will use the Activity template 2 and models for the students.
- Teachers can let students share their reflections with their classmates.
- Teacher read the independent work to analyze output of written language in the target language.

Experiments and hands-on activities used in the classrooms are incredibly engaging to students. These activities facilitate the input of new word knowledge, students put into practice metacognitive skills, multiple student language interactions take place during the different stages of the activity stimulating target language usage at all times and output of science content vocabulary.

Developing Academic Language in

Social Studies



Role Playing

Role-playing is a learning strategy that helps ESL learners comprehend social studies content and also enjoy it. Teachers can provide students with comprehensible instruction by simulating a real life situation or even an historical event as a classroom activity. With the use of this strategy, the teacher is providing Social Studies content experiences for language learners and increasing engagement by allowing students to simulate Social Studies events that occurred in the past or are currently taking place. With the use of this strategy, students are able to practice social and emotional skills while working as a small group. Role playing helps learners process new information, deepens their understanding on more complex topics and this is where learning takes place.

Role-playing in the classroom facilitates discussion questions and reflections on what is being discussed. Students have the opportunity to interact with each other about content language input. This strategy allows language development, deepens social studies word knowledge and makes social studies content understandable for ESL learners while being engaging as well.

Two Social Studies activities are presented using role-playing as a strategy that students will enjoy and promote the use of critical thinking, which is an important element of content learning. The learners will plan simulations putting into practice metacognitive skills creating a wonderful learning environment making their peers interested in the content and sometimes even laughing about it.

Role Playing About Historical Events

The role-play resource immerses students in history, therefore is suggested to be implemented once the teacher finishes with a Social Studies unit, where students have a good knowledge of several historical issues or situations. This is an effective learning strategy where students can act the part of a character in a specific historical event, understanding different points of view, decisions that were made during the time, experiences of others and also learn about situations that took place in the past. Students have the opportunity to put into practice content knowledge, plan and prepare a role playing activity being creative and practicing content and social language at all times.

What you need

- Construction paper for timelines

- Sharpies

- Sticky notes

- Graphic organizer to research
- Use Online- Stopwatch as a timer

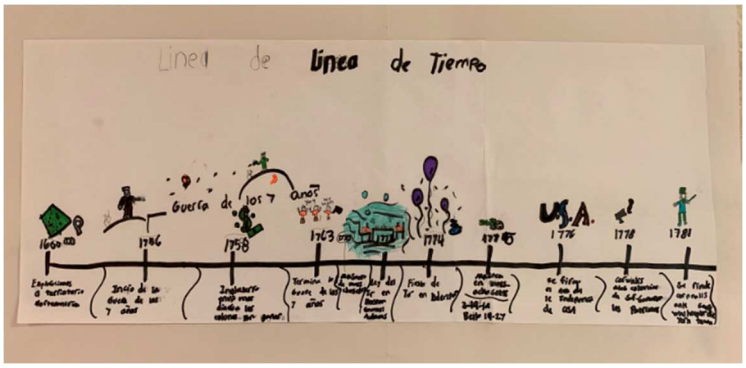
The Online-Stopwatch is a free online stopwatch and can also be used as an online countdown.

- Class tool is a free online random name picker spinning wheel.

What you do

1-Prepping for Role-Play.

- Teacher says “We are going to review all of the historical events that 11we have studied until now. Let’s make a list of these historical events.”
- Students participate in remembering in a secuencial order the historical event using a timeline graphic with dates and the name of the historical event.



- Then, the teacher says “We are going to simulate what happened in each of those events by role -playing. I will explain step by step how we are going to do this.”
- The teacher has a Google slide with all of the instructions and explains each one to the students:
  One way of selecting the historical event:
  - The teacher will create groups of five students.
  - Students will gather as a team and the teacher will give them 5 minutes to skim through their social studies notebook to see and select what historical event learned until now they would like to simulate.
  - The teacher displays an anchor chart on the board with all of the historical events that the students may choose from.
  - Once they have chosen, they will write down the names of their partners on a sticky note and put the sticky note beside their chosen historical event.
  - As a group, the students need to identify the individuals that were involved in your event and select roles for each student. All students should have a role and a responsibility in the play.
  - Each group of students will collect information about their historical event. First, the students will research independently, then, they will have time to share the information among themselves and agree on what will be presented as a group.
  - The independent research will be done using a graphic organizer to guide their research.
  - The students may bring from home clothing and materials that can support their presentation. They must make a list of what they are bringing from home so that the teacher and parents can authorize it.

Another way of selecting the historical event is by doing it by azar. Instead of the student deciding what event to choose, the teacher can use a random picker

spinning wheel with the historical events written on it.

- The teacher gives students time for independent work and group work each day. Use an online stopwatch to keep them accountable.
- Teacher indicates the date of the presentation informing students and parents.

2-Conducting the Role-Play

- The teacher gives students time to organize materials and meet as a group before presenting.
- The teacher will check upon each group of students to guarantee that they have everything they need.
- Then, the teacher has a Google slide with all of the instructions and explains each one to the students before the presentation:
    - Each group will have 10 minutes for their presentation.
    - At the beginning of the presentation, the group will say the name of the historical event that will be presented.
    - At no time during the presentation, other students will interrupt the group that is presenting.
    - At the end of each presentation, we can ask any questions and discuss the activity.
    - The presentations must be organized sequentially according to their historical occurrence.

    Suggested questions related to content language after each presentation
    What was the first historical event presented?
    Why was that event so important?
    Who was the leader of that event?
    Where did that historical event take place?
    What happened after that historical event occurred?
    When did this event take place?

3-Debriefing after the presentation

- After all the presentations, the teacher says “Each group has done wonderful work today. You planned as a group what we saw in your presentations, you

worked hard, you agreed as a group on what to present and I am sure you learned a lot from this experience. I feel very proud of each group and I give you a big applause."

- Then the teacher can say, "As learners, we improve each day in what we do, so let's talk about these historical events that we saw here today."
- After debriefing as a whole group activity, the teacher says "Now I want to know your opinion about this activity. I have created a survey that I want you to answer independently. I will be the only one to read this."
- Teacher reads each question to the students and explains how to answer it using sentence prompts to help the students. The sentence prompts are written on the board.

  Suggested questions that can be included in the survey
  How did you feel doing this role-playing activity?
  What were your group's strengths while working together?
  If you were to do this again with your group, what would you change to improve and why.
  What did you learn with this experience?

North Carolina Festivals Simulation

The simulation of North Carolina Festivals is suggested to be implemented once the teacher finishes with a Social Studies unit so that students have an expanded knowledge of what a Festival is and its purpose. Teachers can begin with this activity exploring background information. Students will have the opportunity to share information about what they know about Festivals.

This is an effective learning strategy that puts in practice all of the language skills. Students will use the content knowledge they have in Social Studies to do research and deepen their prior knowledge with new content vocabulary. This strategy is ideal for giving students the opportunity to interact with each other while planning the festival, making decisions as a group, being creative on the activities they want to present and organizing their information on their graphic organizer.

What you need

- Graphic organizer to research
  Template
- Google slides to model for students
  Template
- Email to parents
  Template
- State map
- Create Google Form to serve as a survey
- Use Online- Stopwatch as a timer

The Online-Stopwatch is a free online stopwatch and can also be used as an online countdown.

What you do

1-Prepping for simulation

- Teacher says “We are going to simulate some of the Festivals that take place in our state.”
- The teacher has a Google slide with all of the instructions and explains each one to the students:

  One way of selecting the historical event:
  - The teacher will create groups of five students.
  - Teacher says “Each team will do research on their chosen Festival. It

needs to be different from the ones you learned in class.

- Teacher models how to present the Festival and how to support the presentation using a Google Slide.
- Then says “Once a group selects a festival, you need to collect the following information that’s on the graphic organizer.”
- Teacher explains each step of the graphic organizer. Teacher says “The research will be done independently, then students will have time to share the information with their group and agree on what will be presented in their Google slides as a group.

2-Conducting the Presentation

- Each group will take turns presenting their festival.
- The teacher will give time for each group to get ready to present.
- The teacher will check upon each group of students to guarantee that they have everything they need.
- Then, teacher has a Google slide with all of the instructions and explains each one to the students before the presentation:
    - Each group will have 10 minutes for their presentation.
    - At the beginning of the presentation, the group will say the name of their Festival.
    - At no time during the presentation, other students will interrupt the group that is presenting.
    - At the end of each presentation, we can ask any questions and discuss the activity.

Suggested questions related to content language
What did we learn today about these Festivals?
Can we look at our state’s map to see where these festivals are located?
Can you say or write positive feedback to your partners?
When did this event take place?
Suggested complementary activity:
The teacher can invite students from other classrooms to watch the presentations.

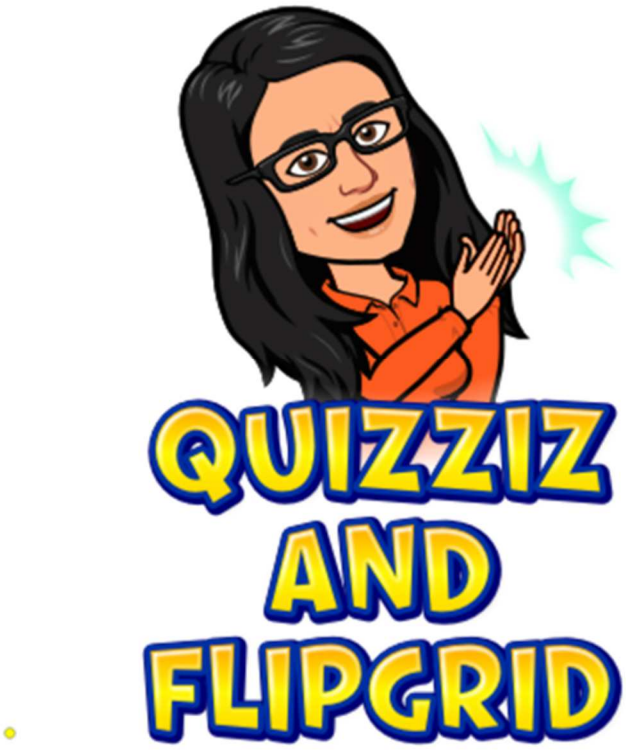
3-Debriefing

- After all the presentations, the teacher gives positive feedback to each group. Then the teacher can say, “As learners, we improve each day in what we do, so let's talk about these historical events that we saw here today.”
- Suggested complementary activity:
  Students can paste information they have from the presentations around the map making it a collaborative map.

- After debriefing as a whole group activity, the teacher says “Now I want to know your opinion about this activity. I have created a Google Form that I want you to answer independently. I will be the only one to read this.”
- Teacher reads each question to the students and explains how to answer it using sentence prompts to help the students. The sentence prompts are written on the board.
  Suggested questions that can be included in the survey
  How did you feel doing this simulation activity?
  What were your group’s strengths while working together?
  If you were to do this again with your group, what would you change to improve and why.
  What did you learn with this experience?
  Which festival would you like to visit in the future and explain why?

Role Playing and Simulations are a fantastic way to immerse students in Social Studies content. It allows to develop communication skills among ESL learners. Students put into practice not only language skills but also social emotional skills while team working and collaborating with their peers. Students also feel motivated and engaged while feeling confidence and proud of their work.

Use of Quizizz and Flipgrid to improve language skills



Quizizz and Flipgrid as an online learning platform to support language usage

Quizizz is a free online learning platform that can be used in the classroom to support language learning and usage. Teachers can create lessons, borrow lessons from other teachers, assign quizzes to be done independently or as groups, and assess students. In addition to this, teachers can create self-paced assessments for their learners. This effective gamification resource increases learners' motivation towards learning, reviewing or repeating language content facilitating second language acquisition using an online environment.

Flipgrid is also a free online website that can be used to facilitate discussions using video interactions. Teachers can create assignments and students can record videos with their responses practicing the use of the target language and vocabulary content. This video discussion tool can be used by teachers to create prompts for the ESL learners so that they can respond to the teacher or to other classmates facilitating interactions with the teacher and among peers. With Flipgrid, teachers create an engaging way to share information with their students and students are able to practice their language skills. This engaging resource also allows students to share their work with other classmates providing feedback or responses to their peers making learning collaborative.

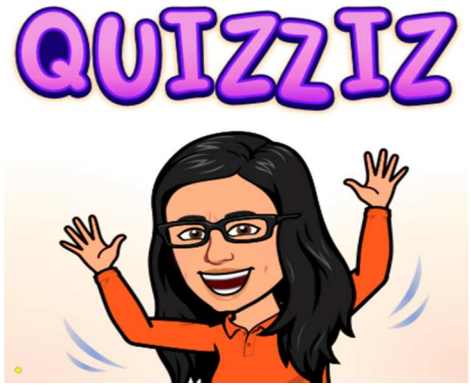
Both Quizziz and Flipgrid are digital resources that have many benefits for ESL teachers and learners. When teachers use them, it saves them time in their lesson planning in finding activities that are effective and engaging. It also represents having a resource that teachers and students can have access to in person or in an asynchronous mode for virtual students or absent students. Finally, it improves collaboration among students and encourages active participation.

Using Quizizz as an gamification tool for language usage

Quizizz is a gamified learning tool that can be used by teachers in multiple ways; first, as a diagnostics before they start a lesson to have an idea on what their students' knowledge is on a certain topic second, use it while the instruction is being delivered to support language learning and last, at the end of a lesson to check for understanding of the content and for comprehension of the language.

This resource can be used individually or in groups, depending on the instruction of

the teacher. Here are some examples of Quizizz adapted to my students' needs and others I have borrowed from other colleagues to reinforce language acquisition. Students have an elevated motivation when playing Quizizz. They love the music and multiple sounds and gifts that appear while they are responding to the questions, making it exciting for the learners.



What you need

- Quizizz tutorials to learn how to use Quizizz:
  Video 1: https://www.youtube.com/watch?v=7sP2jX9kHvY
  Video 2:https://www.youtube.com/watch?v=6tZ0qprZQSw

What you do

1- Prepping for the activity

- Teachers can use a Quizizz before teaching a content so that they have an idea of their students prior knowledge.
- Quizizz can also be implemented after a content has been delivered to review and reinforce new concepts or vocabulary. In this case, this resource will provide data regarding how well students comprehended the new information.
- Teachers can create their Quizizz according to the content language and to their students needs.

- Teachers will think of questions they can ask their students to reinforce new content language. It is recommended that teachers write a list of questions that will be included in the Quizizz.
  Example of list of questions:
  https://docs.google.com/document/d/13IbbL-6YeeBtL3UcvK_Lre024bqR4eAANbB3c1I5h0I/edit?usp=sharing
- Teachers can also borrow Quizizz from other teachers. If a teacher decides to borrow a Quizizz, it is important that they carefully read each question and answer to be sure it is according to what they have taught to their students.

  Suggested Quizizz about North Carolina 4th grade Social Studies content
  https://quizizz.com/admin/quiz/5babdbed7b16e800192a553e

  https://quizizz.com/admin/quiz/57cc1c75acfcc9d1ae751f05

  https://quizizz.com/admin/quiz/607581a255692f001e92b6b2

Suggested Quizizz that teachers can create:

- Ask students about their teacher to see how much they know about them.
- Review content for a quiz
- Review content after an experiment
- Ask questions about a chapter of a book.
- To practice grammar
- To practice content vocabulary

Suggested Quizizz that teachers can borrow:

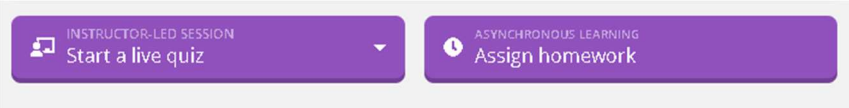
2- Conducting the activity

- Teacher creates rules with the classroom while using Quizizz
  Suggested rules:
  - You have two minutes to log into your computer with Quizizz code.
  - Work independently (make adjustments if needed) without sharing answers.
  - When you sign in, use your name and not a nickname. The teacher needs to know who you are!
  - If you are done answering your questions, take out a book to read

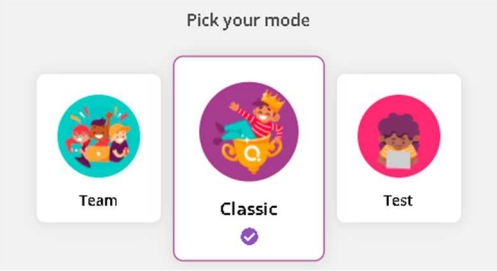
while others finish

- Students in the first three places will receive a reward at the end of the game.

- The teacher then displays on the board the code for students to play the Quizizz. Then, decide if the game will be done as homework or as a live Quizziz.



- Afterwards, the teacher will decide the mode to use on Quizizz. For review and reinforcement of vocabulary, it is suggested to use the classical mode.

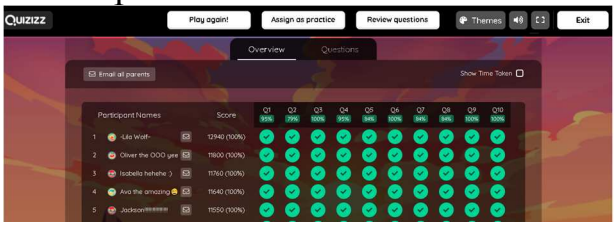


3- When the game is over

- Teachers should congratulate all of the students for their efforts and especially to those students in the first three winning places.
- Encourage the students with positive comments for future games such as "I hope to see other names next time."
- This is what will appear on the board:

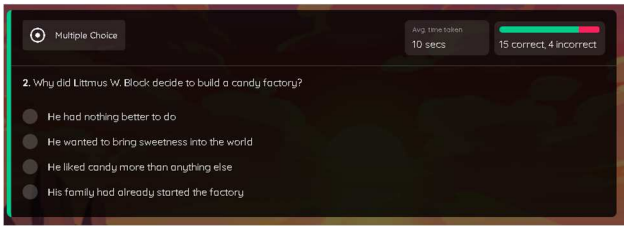
4- Analyze questions and responses with students giving feedback

- Teachers and students can go over the results of the game taking into account which questions were difficult for the students and go over that specific content.



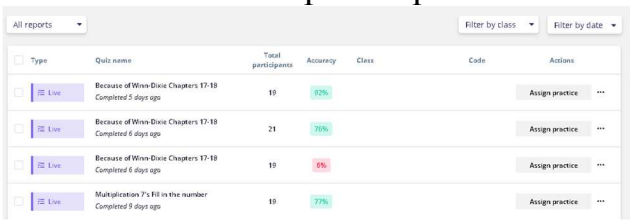
- Teachers can review the questions that students struggled with helping them

understand the possible correct choices.

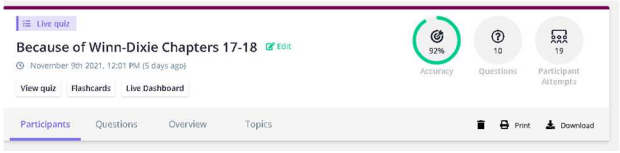


5-Access to reports

- Teachers have access to reports on Quizizz that have been played by their students.
- Teachers can print reports for teacher data analysis.

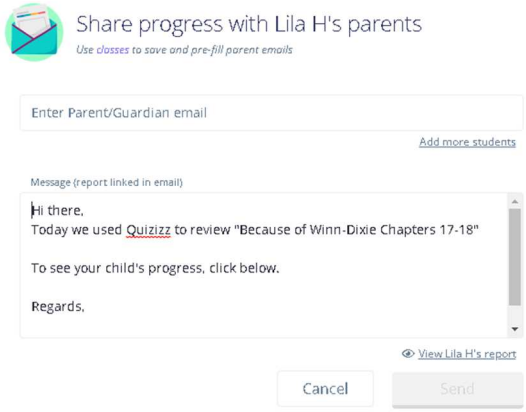


- Teachers can print reports or save them online for future references or to teach having small groups or one on one instructions.



7- Send feedback to parents

- Teachers can share with parents what they are working with the students giving feedback on language acquisition. This is an example of what parents will receive on their end.



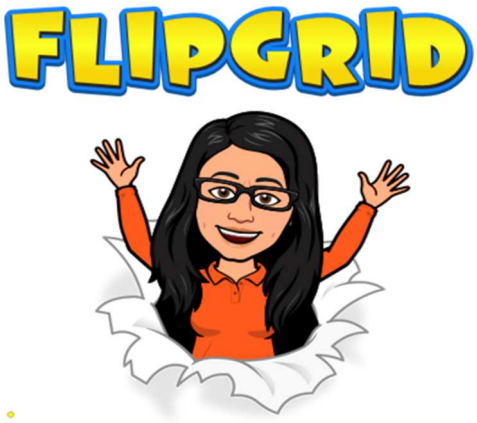
- Parents will have a detailed report on the students' correct and incorrect answers.

Quizizz is a fun and engaging online tool to use with ESL learners. Teachers can take great advantage of Quizizz multiple benefits to promote active language practice that requires the students to read, think and choose appropriate answers according to their knowledge. Students enjoy playing with these online learning games and are more motivated to learn.

Using Flipgrid to practice content language skills

Flipgrid is an online learning tool that helps teachers conduct several types of discussions and activities with students to practice language content skills. This discussion platform allows teachers to create interactive and motivating online assignments where students will have interactions sharing their content responses to teachers, practicing new vocabulary that has been learned with other classmates and reflecting on their learning.

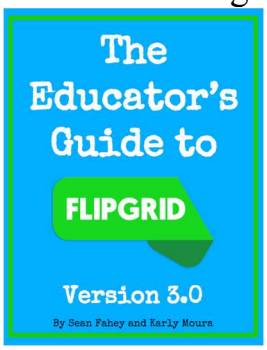
With this online resource, teachers and students do not have to be physically in a classroom to post their discussions, facilitating some activities or assignments.



What you need

- Flipgrid tutorials
  Video 1:https://www.youtube.com/watch?v=aLzX13jw7bw
  Video 2:https://www.youtube.com/watch?v=Wy5xHwDqOsI

- The Educators guide to Flipgrid



What you do

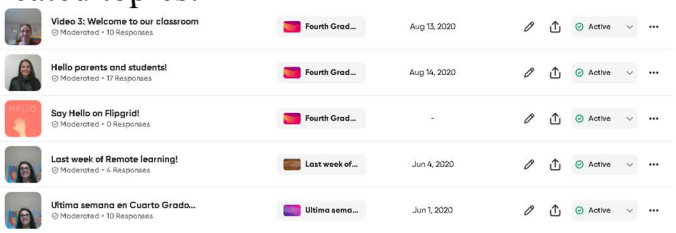
1- Create your online assignment

- The teacher will record the assignment indicating in an oral and written mode the instructions of what needs to be done.

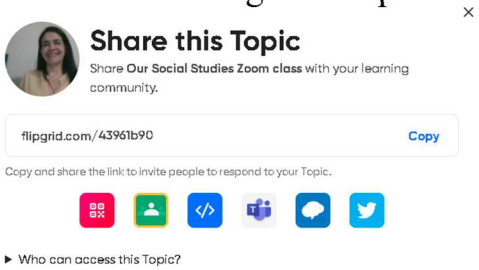
Suggested assignments that teacher can create:

- Retell a story using content vocabulary.
- Have students summarize a chapter of a book you have read.
- Ask questions to your students about a certain topic.
- Have students talk about the conclusion and reflection of an experiment.
- Ask students about their traditions and culture during specific celebrations.
- Ask students to talk about characters in a story.
- Invite other teachers to share information to your students. Students can previously ask them questions. Example: Their culture.

- Each video created by the teacher is considered by Flipgrid as a topic. Teachers will have all of their topics saved under their account. Here is an example of created topics:

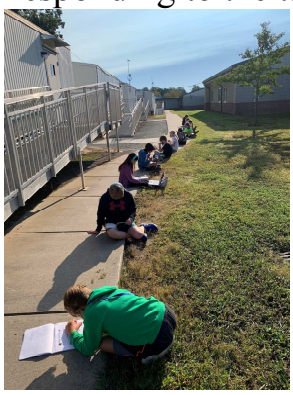


- Teachers can assign topics either using Google Classroom or by sharing QR codes, the link to the students among other options available.



2- Students organize their ideas before responding to the assignment

- Once students have their assignment, they will listen to the recorded video.
- It is recommended that students first organize their ideas, writing down their response as a draft before responding to the task.



3- Students respond to the teacher or other classmates

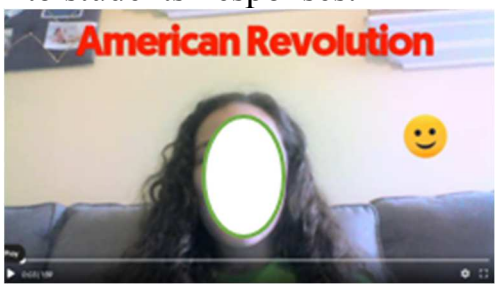
- Once students have written their response and have revised their work, they can record their response.
- Teachers can also ask that students listen to their peer responses and give feedback on their work.
  Suggested tips to give to students when checking on their peers work:
  If it is a written response:
  - Check to see if your peer followed all of the instructions.
  - Does your peer have complete sentences?
  - Did your peer write the sentence using capital letters?
  - Did your peer end the sentence with a punctuation mark?
  - Is your peer answering the teacher's question?
  - Give positive feedback to your peers' work.

  If it is a verbal response:
  - Check to see if your peer followed all of the instructions.
  - Does your peer respond with complete sentences?
  - Is your peer answering the teacher's question?
  - Give positive feedback to your peers' work.

Example of a student recording her response:

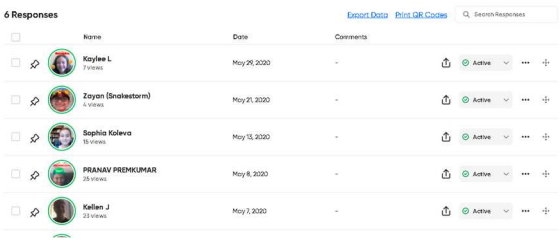
4- Teacher listens to students responses

- Teachers need to listen to students' responses.



- Then the teacher can give written feedback on their work and language skills.

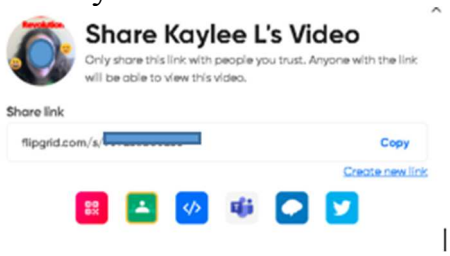
- This can be a formative assessment.
- Teachers can keep track of students' responses and how many peers have given feedback on their assignment.



5- Teacher can send feedback to parents

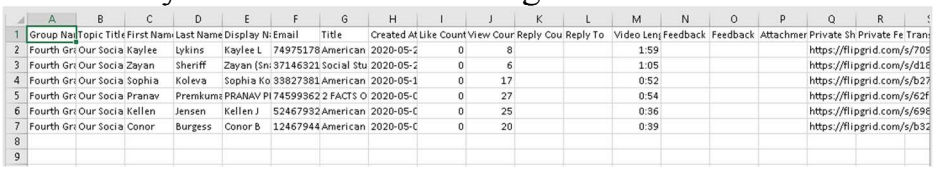
- Teachers can share their feedback with parents to communicate about

language skills proficiency.



6- Teacher can export data for their records

- Teachers can either save Excel sheets provided by the Flipgrid assignment or print responses to gather data in a binder. This could be used for teacher data analysis or for future meetings with administrators.



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6	Fourth Gr	Our Socia	Kellen	Jensen	Kellen J	52467932	American	2020-05-0	0	25			0:36				https://flipgrid.com/s/698	
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Flipgrid helps ESL teachers have an online resource to plan their instructions digitally to support their students' motivation towards learning content language. This platform facilitates video discussions among teachers and students, allowing students to interact, share work with each other and having the opportunity to give feedback. Students find Flipgrid as a pleasurable way of learning and developing second language skills. It is also a great resource that can be used to connect with others outside of the classroom, even worldwide.

About The Author

Jocelyne Arocha Silva, MSc. comes from Margarita Island, Venezuela. She obtained her major in Preschool Education and later a Masters in Educational Management in her home country at Jose Maria Vargas University (1998), she is currently studying a Masters of Arts in TESOL (2021) at Greensboro University.

She comes from a family of teachers. Her native language is Spanish and her second language is English. In Venezuela, part of her teaching experience was dedicated to teaching English as a second language to Elementary students. Her early years of teaching were in Preschool and then moved on to the Elementary level. She also served as a general coordinator planning activities for teachers and students from kindergarten to high school at the Instituto Andres Bello School. These activities included organizing Spelling Bee contests, project presentations to parents among others. Also, she co-authored with mother workbooks for the three levels of preschool. One of the workbooks provided different activities geared towards the learning of English as a second language.

She is currently in her fourth year as a Dual Language Immersion Fourth Grade teacher at an elementary school in North Carolina, and also taught English abroad at a Summer school at Nanjing, China in 2019. Her dual language teaching experience has given Ms. Arocha the opportunity to be part of a team creating resources for Union County Public Schools in North Carolina during the virtual teaching period in 2020.

Jocelyne has assisted many conferences at TESOL in Venezuela. She has also shared many of the resources and activities mentioned in this handbook in conferences and meetings. The first presentation was at a Dual Language February Showcase (2021). The 7th Annual Georgia Dual language Immersion (2021) and the Institute and at the Bilingual Educators Virtual Summit (2021).

For Jocelyne, family comes first, but sharing information to others is also something that she loves to do.

Chapter 5: Conclusion

ESL teachers face many challenges during their daily work with language learners. One of those challenges is finding resources that are effective and engaging for students, to help them progress with their language acquisition. In addition, the resources that teachers find need to provide comprehensible input with new content. This task requires a great deal of effort and a heavier workload for these professionals. Teachers have a great responsibility to create a learning environment that is appropriate for language learning and there are many elements in those plans that they must take into account. First, teachers must find adequate resources to motivate students to use the target language. Second, teachers must vary the resources utilized and incorporate technology so that the exercises are not repetitive and to maintain student engagement. Third, teachers have to guarantee that those resources generate as many interactions as possible so that learners can practice new words and vocabulary. Fourth and last, the ESL learner must be comfortable in this environment and have the confidence to participate in these activities.

It has been my experience that teachers learn from other teachers. Collaborative teaching is especially important in the creation of the conditions for language acquisition. ESL teachers can master skills by accessing the effective experiences of other colleagues; this can be done either by observing them or sharing ideas on how to use the strategies, resources and activities that they have been found most effective for high-quality lessons in language development. Experienced teachers can provide guidance to other teachers by sharing their personal experience. They can collaborate on how teachers can create the classroom conditions that are essential and beneficial to students who are learning another language.

The research for this project helped me become more familiar with the professional development needs of ESL teachers. There are many teachers who have experience with ESL students and can provide colleagues with important knowledge regarding the use of engaging resources and on how to deliver instruction integrating content language in their lessons according to their students' needs. This support is valuable and can help develop other teachers' skills.

I hope that the project that I created, based on my own teaching experience, helps teachers by providing them with the ideas and resources that have been useful in my own teaching practice throughout my years of being a dual language teacher and my professional activity in my home country; it is my goal that these can be part of other teachers' repertoire of teaching tools. The resources presented in the handbook can help teachers improve their own teaching practice and in the future those teachers can even be inspired to creates additional teaching materials and guide future generations of teachers.

In order for this handbook to be a continued success, I think that other resources must be added to it, incorporating other materials such as recommended chapter books and suggested activities to be done during the read-aloud. Also, other experiments related to other units of science such as rocks and minerals, the earth's elements and materials, energy demonstrations, global warming, plastic menace, living on the moon or mars, occurrence and the need for math in our daily life or for the advancement of life and animal adaptation among others, should be incorporated. In Social Studies, the use of other graphic organizers can help students organize information and get familiarized with content vocabulary in addition to implementing storytelling as an engaging strategy to learn from the past and present. Lastly, other additions might include other advantageous features that Quizziz and Flipgrid offer to stimulate

discussions in the classroom aimed at increasing language usage and encouraging students to practice their skills. These two online learning tools are just two of the many existing resources that can be used by ESL teachers.

I am glad to know that with this handbook I am contributing and helping colleagues with their English learners by providing them with these resources. It is important to highlight that the resources and activities presented in the handbook have been effective for me and highly engaging for students. It is also important to emphasize that these tools are constantly being modified and continuously improved based on experiences with the students, because each group of students has different characteristics and needs. Lastly, because I have taken into consideration the suggestions made by supervisors and administrators as well as recommendations from my co-workers, these resources have been updated and improved and ultimately this handbook is a collaboration from those within a community of practice, including those teaching ESL students.

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